



Office of Statewide Health Planning and Development



**Healthcare Workforce Development Division**

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**SITE VISIT REPORT**

California State University, East Bay  
Baccalaureate Degree Nursing Program  
Report completed by: Manuela Lachica

Date: April 16, 2009

Time: 9:00 a.m. – 2:30 p.m.

Location: CSU East Bay  
25800 Carlos Boulevard  
Hayward, CA 94542

Discussion: Dr. Kimberly Kim Program Director completed the site visit tool. Staff met with Dr. Kim and Dr. Fong, Program Chair to review the site visit tool and to discuss the success of the CSU East Bay Nursing Program.

Site Tour: Dr. Kim and graduate Shaun Kim, R.N. drove Song-Brown staff to Alta Bates Hospital in downtown Oakland. Staff met with Dr. Roberta Durham, Clinical Site Faculty member for CSU East Bay, who provided a tour of the medical surgical floors, labor and delivery, and the neonatal intensive care unit. Staff met with the CSU East Bay nursing students completing their clinical training at Alta Bates. The students were excited about their futures, 5 of 8 students planned to stay in labor and delivery, 2 were interested in working in the intensive care units and 1 student was planning on working with injured soldiers since he was a former soldier.

Findings: Staff agreed that the CSU East Bay BSN Program is very successful, their first time NCLEX pass rate is 89% and their attrition rate is between 5 – 7%. Program graduates seem to enjoy employment in the surrounding Bay area and receive a quality nursing education.

Attachments Site Visit Tool.

**SONG-BROWN HEALTHCARE WORKFORCE TRAINING PROGRAM  
SITE VISIT EVALUATION REVIEW**

REGISTERED NURSE EDUCATION PROGRAM: CSU, EAST BAY

Date of Site Visit: APRIL 22, 2009

Site Review Staff: Manuela Lachica, Song-Brown Program Director and Konder Chung, Chief, Access to Care Section

Names and Titles of Persons Interviewed: Kimberly Kim, RN, Ph D, Associate Professor, Assistant Director and SB Program Director; Carolyn Fong, RN, Ph D, Professor, Chair, SB Co-Director; Roberta Durham, RN, Ph D, Professor; and Nursing Students

Site visit questions relate to the Song-Brown Healthcare Workforce Training Act Standards for Registered Nursing Education Programs, established by the California Healthcare Workforce Policy Commission, pursuant to Health and Safety Code 128200, et seq. Each training program standard is presented in italics:

***Section I. Each Registered Nursing Education Program approved for funding under the Song-Brown Healthcare Workforce Training Act (hereinafter “the Act”) shall be operated by an accredited California School of Nursing or shall be approved by the Regents of the University of California or by the Trustees of the California State University and Colleges, or shall be approved by the Board of Registered Nursing pursuant to Section 2834-2837, Article 8, Chapter 6, Div. 2, of the Business and Professions Code, or the Board of Governors of the California Community Colleges, and that is approved by the Board of Registered Nursing.***

**The following questions relate to Section I of the Training Program Standards:**

1. Is the education program operated by an accredited California School of Nursing?

Yes ☒ No ☐ N/A ☐

2. Has the program been approved by one of the following entities?

The Board of Registered Nursing?

Yes ☒ No ☐ N/A ☐

The Board of Governors of the CA Community Colleges?

Yes ☐ No ☐ N/A ☒

The Trustees of the California State University?

Yes ☒ No ☐ N/A ☐

The Regents of the University of California?

Yes ☐ No ☐ N/A ☒

The CSU East Bay Bachelors in Nursing Program is also accredited by the National League for Nursing (NLN).

3. What is the NCLEX first time pass rate? The NCLEX first time pass rate is 89% in 2008 (91% in 2007 and 90% in 2006).
4. What is the overall NCLEX pass rate? The overall NCLEX pass rate is 89% in 2008, 91% in 2007, and 90% in 2006. We do use the overall pass rate consistently as provided by the California Board of Registered Nursing (BRN).
5. How many students do you train each year? The program admits 130 students each year with a total of 390 students in training for the pre-licensure program: The numbers have increased from 220 students in Year 2005 to 390 students in the current year. Without the Song-Brown (SB) grant, the enrollment would have been remained at 110 students. With the SB grant, the program has been able to increase by

20 additional students each year, mostly from ethnically diverse backgrounds.

Comments:

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***Section II. Each Registered Nursing Education Program approved for funding under the Act shall include a component of education in medically underserved multi-cultural communities, lower socioeconomic neighborhoods, or rural communities, and shall be organized to prepare registered nursing services in such neighborhoods and communities.***

**The following questions relate to Section II of the Education Program Standards:**

1. Does the education program include a component of training in medically underserved multi-cultural communities, lower socioeconomic areas, or rural communities (hereinafter “component of training”) that is organized to prepare registered nurses for services in such neighborhoods and communities?

Yes ☒ No ☐ N/A ☐

If no, provide comments:

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2. Describe the location of the education program’s “component of training”?

*Check which category(ies) apply:*

Training Site Name and Address	Medically Underserved Multi-cultural Community	Lower Socio- Economic Area	Rural Area	None of the Above
CSUEB-Hayward Campus 25800 Carlos Bee Blvd Hayward CA, 94542 (510) 885-3000	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CSUEB-Oakland Campus 1000 Broadway, Suite 109, Oakland, CA 94607. (510) 208-7001	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CSUEB-Concord Campus 4700 Ygnacio Valley Road Concord, CA 94521. (925) 602-6700	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alta Bates Summit Medical Center 2450 Ashby Ave, Berkeley, CA 94705 Alameda County	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Although the program uses over 50 different clinical sites, they have selected Alta Bates Summit Medical Center for the site visit. The program conducts the fundamentals of nursing and specialty nursing trainings at Alta Bates; such as maternity, medical, and psychiatric nursing.

3. Are all of the program's students required to spend part of their education in patient care in the "component of training"?

Yes ☒ No ☐ N/A ☐

Did the site review include a visit to the "component of training"?

Yes ☒ No ☐ N/A ☐

Comments:

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4. Check all applicable categories that describe the "component of training"?

Name of Training Site	Site Designation*				
	Non-Profit Hospital	Private Hospital	VA Facility	County Facility	Government Owned or Operated Facility
Alta Bates Summit Medical Center (ABSMC)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments relating to compliance with Section II of the Standards (optional):

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***Section III. Appropriate strategies shall be developed by each education institution receiving funds under the Act to encourage Registered Nurses who are educated in the education program funded by the Act, to enter into practice in areas of unmet priority need for primary care family physicians within California as defined by the California***

***Healthcare Workforce Policy Commission (hereinafter referred to as “areas of need”). Such strategies shall incorporate the following elements:***

- A. An established procedure to identify, recruit and admit registered nursing students who possess characteristics which would suggest a predisposition to practice in areas of need, and who express a commitment to serve in areas of need***
- B. An established counseling and placement program designed to encourage education program graduates to enter practice in areas of need.***
- C. A program component such as a preceptorship experience in an area of need, which will enhance the potential of education program graduates to practice in such an area.***

**The following questions relate to Section III of the Education Program Standards:**

1. Does the program have an established procedure to identify, recruit and admit registered nursing students who possess or express the following characteristics?
  - a) A predisposition to practice in areas of need?  
Yes ☒ No ☐ N/A ☐
  - b) A commitment to serve in areas of need?  
Yes ☒ No ☐ N/A ☐

Comments: The program has admission criteria that provides additional admission points for students that speak a second language. Students receive five additional admission points for speaking and writing proficiency in English and one other language.

Once admitted, students must commit to visit elderly clients residing in independent living facilities and exercise health promotion activities by conducting need assessment and developing and intervening health education programs for underserved ethnic elderly clients and their families.

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2. Check all applicable categories that describe the established procedure referenced in Section III of the Education Program Standards (above):

a) Mission statement speaks to graduate deployment

Yes ☒ No ☐ N/A ☐

b) Website emphasizes underserved areas, populations

Yes ☒ No ☐ N/A ☐

c) Promotion of mission in interviews of training program applicants

Yes ☒ No ☐ N/A ☐

d) Weighting of underserved goals affecting ranking of applicants

Yes ☒ No ☐ N/A ☐

e) Special emphasis on recruiting registered nursing students from local community

Yes ☒ No ☐ N/A ☐

f) Developing core faculty with experience in underserved practices

g) Yes ☒ No ☐ N/A ☐

h) Formally promoting registered nursing careers in high schools, colleges

Yes ☒ No ☐ N/A ☐

Other (describe): The University emphasizes the importance of multicultural learning in the mission and mandates. A university wide



diversity plan is being developed by the faculty diversity and equity committee (FDEC) of the Academic Senate. To promote this mission, the nursing department also has included this topic on the new faculty recruitment tool (i.e., an interview item to question interviewees, “what is your experience working with the multicultural student groups,” and “tell us about any researchers that focus on the diverse or multicultural population”). And, an extra 8 points is given to new interviewees for their work experience in a diverse population. Since the curriculum change in 2003, the core faculty teaching fundamentals of nursing, must work with students and elderly clients in underserved, low income community housing and skilled nursing facilities. These core faculty members already have developed their cultural competency and sensitivity in working with the underserved community and are role models for new faculty. Monthly preadmission counseling sessions are provided for potential students in both Hayward and Concord Campus; nursing students from diverse ethnic backgrounds are recruited by visiting local churches and healthcare agencies; and by contacting health academies in Oakland, San Lorenzo, San Jose, and Antioch (i.e., Arroyo High School in SL, Andrew Hill HS in SJ, and Dozier Libbey Medical HS in Antioch). Furthermore, the program awards various scholarships to nursing students that demonstrate high achievement in their coursework and who reside in areas of unmet need (i.e., Parry and Hospital League Scholarships).

3. Describe the portion of the curriculum geared towards cultural competency.

The curriculum includes cultural competency and sensitivity topics throughout the program, beginning with two (2) hours of lecture in the Fundamentals of Nursing course. Before going to clinical practice, students and faculty review the agency's cultural competency content and complete the check off lists that describe various topics on culture and health care. Students are required to complete the check off sheets prior to beginning clinical practice.

a) If cultural competency training is not provided in the program explain why.

4. Does the program have an established counseling and placement program designed to encourage nursing education program graduates to enter practice in areas of need?

Yes ☒ No ☐ N/A ☐

Does the program provide any type of support services for students?

☒ NCLEX Preparation -- Define the nature of your NCLEX  
☒ Skills Lab                      preparation in space provided  
☒ Tutoring                          below.  
☒ Mentoring  
☒ Safety Issue

Are these services free to the students?

Yes ☒ No ☐ N/A ☐

Nature of the NCLEX-RN Preparation: The program purchases the NCLEX-RN Review text for each student at the beginning of the program; encouraging students to use the text throughout the program and faculty to include test items from the review text in their actual

mid-term and final exams. The program also provides the ATI-NCLEX-RN Prep test for all senior nursing students at the beginning of the senior year. Students are encouraged to attend other review courses as needed (i.e., KAPLAN Review). Tutoring and mentoring are available and provided by the department and University. In addition the department offers Success in Nursing (N2002) courses during fall and winter quarter for students who need extra help in nursing theory, skills development and writing clinical papers. The tutoring for math and English is also offered by the University: Safety issues are discussed in the Student Handbook and each course syllabus.

5. Check all applicable categories that describe the established counseling and placement program referenced in Section III of the Education Program Standards (above):

a) Faculty advisors/hospital management promote practice

Opportunities

Yes ☒ No ☐ N/A ☐

b) Coordination with Health Professions Education Foundation's RN education scholarships and loan repayment

Yes ☒ No ☐ N/A ☐

c) Coordination with community healthcare employers in recruiting program graduates

Yes ☒ No ☐ N/A ☐

d) A program matching registered nurses with underserved areas

Yes ☒ No ☐ N/A ☐

Additional comments relating to compliance with Section III of the Standards (optional):

## **Song-Brown Program questions:**

1. What is the ratio of faculty to students during clinical training? The ratio of faculty to students in clinical training is 9-10 students per each faculty.
2. Is the faculty member at the clinical training site with the students? Yes, the faculty member must be present at the clinical site with the students.
3. If applicable, how do you feel your program benefited from Special Program funding?  
NA.

## **The following are general questions relating to the administration of the Song-Brown Registered Nursing Education Program:**

1. Do you have any concerns about any of the following processes established for the administration of the Song-Brown Act?
  - a) The application for Song-Brown funds:  
Yes ☐ No ☒ N/A ☐
  - b) The oral presentations to the Commission:  
Yes ☐ No ☒ N/A ☐
  - c) The contract process:  
Yes ☐ No ☒ N/A ☐
  - d) The invoice process  
Yes ☐ No ☒ N/A ☐
  - e) Staff's ability to provide technical assistance:  
Yes ☐ No ☒ N/A ☐
  - f) RNSA methodology:  
Yes ☐ No ☒ N/A ☐

2. Is there any information about the Registered Nursing Education Program not covered by the above questions that should be noted or included with this site visit report?

No.

If yes, please comment:

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